



**Newton Leys**

Primary School & Nursery

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## **Teacher Appraisal Policy**

Adopted by Governing Body: May 2016

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**Based on Milton Keynes Council Policy**

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## **1.0 Policy Statement**

- 1.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

## **2.0 Scope**

- 2.1 This policy applies to:

- Headteachers
- All Teachers employed by the school

It does not apply to:

- Teachers employed on contracts of less than one term
- Newly qualified teachers during their period of induction
- A Headteacher or teachers who are subject to action under the school's Managing Underperformance Policy

## **3.0 Purpose**

- 3.1 This policy sets out how Newton Leys School & Primary will improve outcomes for pupils, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance.
- 3.2 The appraisal policy will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the Managing Underperformance Policy.

## **4.0 Principles**

- 4.1 It is not intended that an employee invoke the grievance procedure as a challenge to an entry by the Headteacher / appraiser in the employees appraisal report unless there are indications that the Headteacher / appraiser has acted in a vexatious or discriminatory manner. The Chair of Governors will determine whether the employee has a justified complaint and whether or not the Grievance Policy or the Dignity at Work Policy should be invoked. Suspending the appraisal process will only take place in exceptional circumstances.
- 4.2 The provisions of the Equality Act 2010 will be applied throughout the implementation of this Policy. Headteachers (or Chair of Governor's if complaint relates to the Headteacher) and staff should consult the guidance found at [Equality Act - Guidance for Schools](#). This provides protection for several employee characteristics (and also applies to those employees who may be

associated / connected to someone with a protected characteristic) covered by equality legislation:

- age – covers all age related issues
- disability, including making reasonable adjustments
- gender reassignment from the moment transition starts
- race, religion or belief
- sex – things associated with being male or female
- sexual orientation including feelings, sexuality as well as identity
- marriage and civil partnership status
- pregnancy and maternity

- 4.3 The appraisal processes will be treated with confidentiality. Only the appraiser's line manager/s will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for the appraisal will not compromise normal professional relationships between teachers. The Governing Body recognises that the appraiser will consult with, and seek to secure the agreement of the appraisee before seeking information from other colleagues about the work of the appraisee.

However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.

## **5.0 The appraisal period**

- 5.1 The appraisal period will run for twelve months from October to October
- 5.2 Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 5.3 Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.
- 5.4 Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

## **6.0 Appointing appraisers**

- 6.1 All appraisers of teachers, other than those appraising head teachers, will be senior teachers/line managers and will be suitably trained.
- 6.2 The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.
- 6.3 The task of appraising the Headteacher, including the setting of objectives, will be delegated to a committee consisting of normally 3 members of the Governing Body. These governors should not be members of staff employed at the school.

- 6.4 Where a head teacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.
- 6.5 The Headteacher will decide who will appraise other teachers. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience.
- 6.6 Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.
- 6.7 If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.
- 6.8 Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

## **7.0 Setting objectives**

- 7.1 The Headteacher's objectives will be set by a committee of the Governing Body after consultation with the external adviser, in line with current DfE regulations/guidance, and the Headteacher. The provisions of 7.4 and 7.5 below should also be applied.
- 7.2 Objectives for each teacher will be set before or as soon as practicable after the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff.
- 7.3 The appraiser and teacher will seek to agree the objectives but, if that is not possible, the Headteacher will determine the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. As far as reasonably practicable, targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility.
- 7.4 The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.
- 7.5 Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.
- 7.6 The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school and, as far as reasonably practicable, will take into account the professional aspirations of the teacher.
- 7.7 The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to

allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

7.8 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

7.9 All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published by the Secretary of State for Education in July 2011 (updated June 2013). The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. Although the new Teachers' Standards are presented as separate headings, each of which is accompanied by a number of bulleted sub-headings it is not necessary to record detailed assessments against each of the standards and bullets. However a teacher's written appraisal report must include an assessment of their performance against the standards on which they are being assessed. Each teacher's performance should be assessed against the Teachers' Standards to a level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience.

## **8.0 Pay Progression**

8.1 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD) and the relevant teacher standards.

8.2 The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

## **9.0 Reviewing performance**

### **9.1 Observation**

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least 5 working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions (observation of three hours in each appraisal year would normally be sufficient to assess teacher performance) and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Head teachers or other leaders with responsibility for learning and teaching standards may “drop in” or undertake other observations or exercises to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of “drop in” or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school’s ethos with regard to classroom observation and “drop-in”.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.

This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## 9.2 Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

The school’s CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher’s annual report to the Governing Body about the operation of the appraisal process in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the school to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been available.

## 10.0 **Annual assessment**

10.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser in line with current DfE regulations/guidance.

10.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings, for example once a term.

10.3 The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the Headteacher).

10.4 The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant **(Please Note: Pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers).**
- a space for the teacher's own comments
- (schools to say what else, if anything, their appraisal reports will include)

A review meeting will take place to discuss the content of the report (this may be combined with another meeting if this will reduce the workload on all concerned) and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

10.5 Should a teacher disagree with any of the comments detailed within the report they have the right to have their views recorded against the appropriate entries on the written appraisal report.

10.6 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

### **11.0 Teachers Experiencing Difficulties**

11.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

11.2 Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

11.3 If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to the invocation of the Managing Underperformance Policy the appraiser, the head teacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

11.4 The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will be for a period of between 4 and 12 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

11.5 If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of the Managing Underperformance Policy being invoked the teacher



should be informed of this at a meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

- 11.6 If no, or insufficient, improvement has been made over this period, the teacher will be invited to an Informal Underperformance Meeting in line with the school's Managing Underperformance Policy. The length of time allocated to assess a teacher's improvement in performance during the Informal Stage of the Managing Underperformance Process will be influenced by the amount of time already assigned as part of the appraisal process.

## **12.0 Monitoring and Evaluation**

- 12.1 The Governing Body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.
- 12.2 The head teacher will provide the Governing Body with a written report on the operation of the school's appraisal and Managing Underperformance policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:
- Race
  - Sex
  - Sexual Orientation
  - Disability
  - Religion and Beliefs
  - Age
  - Part-time Status
  - Maternity and Pregnancy
- 12.3 The head teacher will report on whether there have been any complaints on an individual or collective basis on the grounds of alleged discrimination.

## **13.0 Retention**

- 13.1 The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

[www.milton-keynes.gov.uk/mkgovernors](http://www.milton-keynes.gov.uk/mkgovernors)